

Rich in reminiscences of the American stage
and stage folk
The Theatre Guild. . . Walter Prichard Eaton
History of the first ten years
Theatre through the Stage Door
David Belasco

FOREIGN WRITERS OF AMERICA

- e. Advice to a Frenchman going to
America Andre Maurois
e. Farewell to America
Henry W. Nevinston
An Englishman's penetrating criticism of
America
e. Foreigners Stephen Graham
p. L'Amerique de Roosevelt. . Bernard Fay
Mark Twain Stephen Leacock
dr. Melting Pot. Israel Zangwill
e. Oxford as I See It. . . . Stephen Leacock
A comparison between Oxford and American
universities; treated in kindly, semi-satirical
vein

Key to abbreviations—

dr. drama p. poetry
e. essay s.s. short story

WANTED: A FEDERAL POLICY FOR EDUCATION

DURING the past year approximately \$200,000,000 of federal funds were expended for the financial support of education. This money literally prevented the collapse of thousands of schools and colleges. It meant the difference between some educational opportunity and little or no opportunity for millions of children and youths. It provided subsistence for thousands of unemployed and destitute teachers. It financed classes for adults and other activities which are of large significance to future educational progress. These are some of the items on the credit side of the ledger. For this indispensable help in a time of great need, the teaching profession and the public in general owe a debt to Secretary Ickes, Administrator Hopkins, Commission-

er Zook, and to other federal officers, both administrative and legislative.

It is to be regretted that this editorial cannot end here. It cannot because certain concomitants of the relief provided the schools are unfortunate, to state it mildly. The public welfare, as it is tied up with education, demands that the federal administration and the teaching profession identify and remove the liabilities in the situation.

Most of these liabilities originate from the fact that there has been no federal program for the emergency help of education. There has been merely a general relief program. The emergency assistance provided education has been incidental to the larger program. The administrative set-up and the policies governing relief to the unemployed have been used in providing educational assistance. Practices, doubtless necessary in dealing with an emergency proposition, the relief of millions of unemployed, have been carried over and applied in assisting well organized, going concerns—the schools and colleges of the nation.

A series of evils has resulted. Relief administrators, unacquainted with school needs and procedures, have dictated educational policy with unfortunate effects. For example, in some hard pressed school districts, it has been necessary for regular and well qualified teachers to be replaced by indigent and poorly qualified teachers in order that schools might be kept open.

Particularly unfortunate, from the viewpoint of a professional group, are the methods it has been necessary to use to secure relief funds for education. Responsible administrative officials let it be known that education would receive aid only when conditions became desperate and pressure was applied. A virtual invitation was extended to the profession to bring pressure from back home and through Congress as a condition for receiving relief for education. Such pressure got results. It was used frequently during the past year in the interest

of neglected children and unemployed teachers.

Is it not time to revise this whole situation? Is it not time to develop a program for the emergency relief of education similar to that which has been realistically provided for other vital areas of our life?

In working to this end, the administration could count upon the intelligent co-operation of the nation's million teachers. It is exceedingly distasteful to them to use back door, political pressures in order to secure emergency funds to open closed schools and to feed unemployed teachers. They would greatly prefer to enter the front door of the White House, to sit down at a table and co-operate in the development of a statesman-like program for the emergency relief of education.

In past crises, the teaching profession has shown itself capable of intelligent and unselfish cooperation. No group more vigorously or effectively supported the policies of Woodrow Wilson both in peace and in war than teachers. No group is inherently more cordial toward the purposes for which the New Deal strives. Is it not time that policy and action should be brought into accord with the logic of the situation?

JOHN K. NORTON.

THE METHOD OF A SUCCESSFUL LECTURER

At the beginning of my public work, I adopted the plan of making full notes for the preparation of a lecture, but never using them for delivery. I found that to look down at one's notes always involved a loss in attention and a break in the unity of speaker and audience. My lectures are never written; for with a keen verbal memory, whole passages would be remembered and recited, which is something I wish to avoid. The notes are prepared and reworked with extreme care; until the ideas are developed in logical relation. Then, with thorough preparation for each piece of

work, the mind can be trusted to repeat the program of ideas, while the expression is extemporaneous.

This method makes each lecture carry the challenge of a new artistic creation, and keeps the work alive and ever growing. No matter how often a subject may be given, the lecture is never twice the same. This means, of course, rigid fresh preparation for every piece of work, to which I have held myself without exception. It also means that, since each lecture must be a freshly created work of art, one never goes on the platform without anxiety and embarrassment. Of course, with the years, one learns a self-control that prevents one's knees shaking visibly; but they continue to shake.

A further principle to which I have held unalterably, has been never to "talk down" to an audience. Any audience is worth the best that any speaker or artist has to give. Moreover, to give ever anything less than the best of which one is capable is suicide for the artist. To simplify and humanize the expression, eliminating technical vocabulary, is to ennoble the thought; but never may the thought be lowered. Always I have been my own severest critic, taking time to review, afterward, each lecture I have given, in the effort to see how it might have been improved and made more worthy. —EDWARD HOWARD GRIGGS, in *The Story of an Itinerant Teacher*.

THE PERFECT BOOK

A perfect book for the child is one that in some way enriches his life by developing his mind, widening his experience, or enlarging his sympathies. It must have sincerity, vitality, and a technique adequate to its purpose. Most important of all, it must satisfy the child's present, active interest and by sheer entertainment carry him at least one step further along the path of personal development.—LOIS DONALDSON.